



ASCA NATIONAL MODEL : A FRAMEWORK FOR SCHOOL COUNSELING PROGRAMS

Program Audit

The program audit is used to assess the school counseling program in comparison with ASCA's National Model for School Counseling Programs. Audits serve to set the standard for the school counseling program. Audits are first performed when a school counseling program is being designed and then yearly to appraise the progress of the program development. Using the findings of both program implementation and results, strengths and weaknesses are determined, and goals are created for the following school year.

School BAKER ELEMENTARY

Date 12/03/10

FOUNDATION

I. BELIEFS AND PHILOSOPHY

The philosophy is a set of principles that guides the development, implementation and evaluation of the school counseling program.

| CRITERIA | None | In Progress | Completed | Implemented | N/A |
|--|------|-------------|-----------|-------------|-----|
| 1.1 A statement of philosophy has been written for the school counseling program | | | X | | |
| 1.2 Indicates an agreed-upon belief system about the ability of every student to achieve | | | X | | |
| 1.3 Addresses every student's right to a school counseling program | | | X | | |
| 1.4 Includes a plan of closing-the-gap activities for underserved student populations | | X | | | |
| 1.5 Focuses on primary prevention, intervention and student-developmental needs | | X | | | |
| 1.6 Identifies the persons to be involved in the delivery of program activities | | X | | | |
| 1.7 Identifies who will plan and who will manage the program | | | X | | |
| 1.8 Defines how the program will be evaluated and by whom | | | X | | |
| 1.9 Includes ethical guidelines and standards | | | X | | |
| 1.10 The statement of philosophy has been presented to and accepted by administration, counselors and the advisory council | | X | | | |



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II. MISSION OF SCHOOL COUNSELING PROGRAMS

The mission articulates the intentionality of the school counseling program. It represents the immediate and long-range impact (i.e. what is desired for every student five to ten years after graduation).

| CRITERIA | None | In Progress | Completed | Implemented | N/A |
|--|------|-------------|-----------|-------------|-----|
| 2.1 A mission statement has been written for the school counseling program | | | X | | |
| 2.2 Written with the student as the primary client | | | X | | |
| 2.3 Written for every student | | | X | | |
| 2.4 Indicates the content or competencies to be learned | | | | | |
| 2.5 Links with the vision, purpose and mission of the state, district and the school | | | X | | |
| 2.6 Indicates the long-range results desired for all students | | | | | |
| 2.7 The mission statement has been presented to and accepted by administration, counselors, advisory council and school board. | | X | | | |

III. DOMAINS AND GOALS

Goals are the extension of the mission and focus on the results students will achieve by the time each student leaves the school system. The ASCA National Standards domain areas serve as the foundational goals for the school counseling program: academic, career and personal/social development. The National Standards provide a structure for the definition of goals related to competencies.

| CRITERIA | None | In Progress | Completed | Implemented | N/A |
|---|------|-------------|-----------|-------------|-----|
| 3.1 Goals have been written for the school counseling program | | X | | | |
| 3.2 Reflects the domains in the ASCA National Standards for school counseling programs | | X | | | |
| 3.3 Identifies a framework for organization of goals and competencies (knowledge, attitudes and skills) | | X | | | |
| 3.4 Identifies the developmental structure for the school counseling program from K-12 (and beyond) and what will be measured | | X | | | |
| 3.5 Goals have been presented to and accepted by administration, counselors and the advisory council | | X | | | |



IV. ASCA NATIONAL STANDARDS/COMPETENCIES

Competencies are knowledge, attitudes or skills that are observable and can be transferred from a learning situation to a real-life situation and that involve the production of a measurable outcome. Competencies are indicators that a student is making progress toward the goals of the school counseling programs. They are developed and organized into content areas.

| CRITERIA | None | In Progress | Completed | Implemented | N/A |
|---|------|-------------|-----------|-------------|-----|
| 4.1 Student competencies have been written that directly relate to the domains: (academic, career, personal/social) | | | X | | |
| 4.2 Developmentally appropriate student competencies are specified for each grade-level grouping | | | X | | |
| 4.3 Selected competencies are based on assessment of student needs and are measurable or observable | | | X | | |
| 4.4 Goals demonstrate the link with the school counseling program mission, the school's mission and expected student results | | | X | | |
| 4.5 Written student competencies have been presented to and accepted by the administration, counselors and the school counseling advisory council | | X | | | |

DELIVERY SYSTEM

V. GUIDANCE CURRICULUM

Consists of structured developmental lessons designed to assist students in achieving the competencies and is presented systematically through classroom and group activities, K-12. The purpose of the guidance curriculum is to provide all students with the knowledge and skills appropriate to their developmental level. The curriculum is organized to help students acquire, develop and demonstrate competencies within the three domains: academic, career and personal/social.

| CRITERIA | None | In Progress | Completed | Implemented | N/A |
|--|------|-------------|-----------|-------------|-----|
| 5.1 Guidance curriculum for all three domains has been written and adopted based on local site needs. | | | X | | |
| 5.2 All students receive, in a systemic way, the content to acquire knowledge, attitudes and skills to enhance their academic, career and personal/social development. | | | X | | |
| 5.3 Content is measurable (by pre-post tests, product creation or other methods) | | | X | | |



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| CRITERIA | None | In Progress | Completed | Implemented | N/A |
|---|------|-------------|-----------|-------------|-----|
| 5.4 Materials, equipment and facilities are available to support the program delivery. | | X | | | |
| 5.5 Effectiveness of curriculum is evaluated annually | | X | | | |
| 5.6 The school counseling curriculum has been presented to and accepted by administration, counselors, and the school counseling advisory council | | X | | | |

VI. INDIVIDUAL STUDENT PLANNING

Individual student planning consists of school counselors coordinating ongoing systemic activities designed to assist the individual student in establishing personal goals and developing future plans.

| CRITERIA | None | In Progress | Completed | Implemented | N/A |
|---|------|-------------|-----------|-------------|-----|
| 6.1 There is a systemic approach to helping students make appropriate education plans. | | X | | | |
| 6.2 There is a systemic approach to helping students understand themselves through interpretation of standardized and individual tests | | X | | | |
| 6.3 A tool exists at the secondary level to assist students in making appropriate educational plans (i.e. six-year plan) | X | | | | |
| 6.4 Individual student planning includes: individual Appraisal, individual advisement and appropriate student placement | | X | | | |
| 6.5 Accurate, appropriate and effective printed material is distributed to support the individual planning efforts of student and their parents | | X | | | |
| 6.6 The districtwide tools used for educational planning have been presented to the board | | X | | | |



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VII. RESPONSIVE SERVICES

Responsive services within the school counseling program consist of activities to meet the immediate need of students. These needs or concerns require counseling, consultation, referral, peer mediation or information.

| CRITERIA | None | In Progress | Completed | Implemented | N/A |
|---|------|-------------|-----------|-------------|-----|
| 7.1 Every student K-12 receives prevention education to address life choices in academic, career and personal/social development (i.e. ATOD, violence etc) | | | X | | |
| 7.2 Students are assisted in solving immediate problems that interfere with their academic, career and personal/social development (i.e. conflict resolution, peer mediation) | | X | | | |
| 7.3 There is a systemic and consistent provision for the referral of students who exhibit barriers to learning | | X | | | |
| 7.4 Responsive services include: Individual and small-group counseling | | | X | | |
| Crisis counseling | | | X | | |
| Peer facilitation | | | X | | |
| Consultation/collaboration | | | X | | |
| Referral system | | | X | | |
| 7.5 A system is in place to ensure intervention for identified students. | | | X | | |

VIII. SYSTEM SUPPORT

System support consists of management activities that establish, maintain and enhance the total counseling program.

| CRITERIA | None | In Progress | Completed | Implemented | N/A |
|--|------|-------------|-----------|-------------|-----|
| 8.1 System support services have been created collaboratively with counselors and administrators | | X | | | |
| 8.2 Counselors provide professional development to staff regarding the school counseling program | | X | | | |
| 8.3 Counselors participate in professional development activities | | X | | | |
| 8.4 Counselors serve on departmental curriculum committees, district-level subject councils, community committees or advisory councils | | X | | | |



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MANAGEMENT SYSTEM

The management system is the process by which accountability for results is established and indicates who will be responsible for which students acquiring predetermined competencies.

IX. SCHOOL COUNSELOR/ADMINISTRATOR AGREEMENTS

Agreements are statements of responsibility by each counselor specifying the program results and students the counselor is accountable for. These agreements are negotiated with and approved by the designated administrator.

| CRITERIA | None | In Progress | Completed | Implemented | N/A |
|---|------|-------------|-----------|-------------|-----|
| 9.0 There is a clear division between assumed accountability for results and assigned duties | | X | | | |
| 9.1 The expected results are clearly delineated | | X | | | |
| 9.2 Counselors and administrators agree on assignments of counselors | | | X | | |
| 9.3 Counselors have decided how to distribute caseload and access to students – alpha assignments, domain specialization, grade level, random, counselor of the day, etc. | | X | | | |

X. ADVISORY COUNCIL

An advisory council is a group of persons appointed to review the program audit, goals and results reports of the school counseling program and to make recommendations to the school counseling department, principal and/or the superintendent. The membership has representation of groups affected by the school counseling program: student, parents, teachers, counselors, administrators and community.

| CRITERIA | None | In Progress | Completed | Implemented | N/A |
|--|------|-------------|-----------|-------------|-----|
| 10.1 An advisory council has been organized and has established meeting dates and has identified tasks | | | X | | |
| 10.2 The advisory council has appropriate representative membership | | | X | | |
| 10.3 The advisory council meets at least twice a year | | | X | | |
| 10.4 The advisory panel reviews the guidance program audit, a summary of the program results reports and makes appropriate recommendations | | | X | | |



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XI. USE OF DATA and STUDENT MONITORING

Analysis of data drives the program. Monitoring students' progress ensures each student acquires the identified competencies. Monitoring may be systemic by district or specific to school site, grade, class or individually, depending on site and student need. The process includes recording verification of the completion of the competency on a form (planning folder, portfolio, computer disc or other document) and measuring student improvement over time.

| CRITERIA | None | In Progress | Completed | Implemented | N/A |
|---|------|-------------|-----------|-------------|-----|
| 11.1 District- and site-specific data on student achievement are collected and disaggregated | | X | | | |
| 11.2 District- and site-specific data on achievement related data are collected and disaggregated | | X | | | |
| 11.3 Standards and competency-related data are collected and disaggregated | | X | | | |
| 11.4 Counselors are accountable for monitoring the progress of every student | | X | | | |
| 11.5 There is an established means to monitor students' progress in guidance-related competencies, including academic achievement | | | X | | |
| 11.6 Each student has a means to document his/her own progress, knows where documentation is kept and how to access documentation | X | | | | |
| 11.7 Monitoring activities are determined by district, school site and grade level and are assessed over time | | X | | | |

XII. USE OF DATA and CLOSING THE GAP

Analysis of data drives the program. The needs surface when program and individual data are analyzed monitoring equity and access to rigorous academic programs for every student. Monitoring of individual progress reveals interventions may be needed to support the student in achieving academic success. Data are necessary to determine: Where are we now? Where should we be? Where are we going to go? Needs are identified discrepancies between the desired results and the results currently being achieved.

| CRITERIA | None | In Progress | Completed | Implemented | N/A |
|--|------|-------------|-----------|-------------|-----|
| 12.1 The data are disaggregated by variables such as gender, ethnicity and grade level. | | | X | | |
| 12.2 The data are systemically analyzed to determine where students are and where they ought to be | | | X | | |
| 12.3 The identified discrepancies are aligned with the ASCA National Standards | | X | | | |
| 12.4 The identified needs become sources for the determination of closing-the-gap activities | | X | | | |



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XIII. ACTION PLANS (GUIDANCE CURRICULUM AND CLOSING THE GAP)

For every competency taught or result anticipated by counselors, there must be a plan of how the school counselor intends to achieve the desired competency or result. Each plan contains 1) the domain, standard and competency addressed; 2) description of actual activity and curriculum used; 3) the data driving the decision to address this competency; 4) when the activity is to be completed; 5) who is responsible for delivery; 6) the means of evaluating student success – process, perception or results data; and 7) the expected result for student(s).

| CRITERIA | None | In Progress | Completed | Implemented | N/A |
|---|------|-------------|-----------|-------------|-----|
| 13.0 Guidance curriculum action plans are drafted by the counseling team during a planning meeting | | | X | | |
| 13.1 Closing-the-Gap action plans are drafted by the counseling team at a planning meeting | | | X | | |
| 13.2 The action plans are consistent with the program's goals and competencies | | | X | | |
| 13.3 Action plans address every aspect of the program and the academic, career and personal/social domains | | X | | | |
| 13.4 Plans include 1) the domain, standard and competency addressed; 2) description of actual activity and curriculum used; 3) curriculum or materials to be used; 4) time activity is to be completed; 5) who is responsible for delivery; 6) means of evaluating student success i.e. process or outcome data; and 7) the expected result for student(s). | | X | | | |
| 13.5 Results are stated in terms of what will be demonstrated by the student | | X | | | |
| 13.6 Every student is included in the results | | X | | | |
| 13.7 Counselors have identified specific results that they are accountable for | | X | | | |
| 13.8 Plans have been reviewed and signed by the administrator | | X | | | |
| 13.9 Action plans and closing-the-gap plans are completed in the spring for the next year and signed by the counselor and principal | | X | | | |
| 13.10 There are written action plans on file with the administration in charge of the school counseling program | | | X | | |



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XIV. USE OF TIME/CALENDAR

A master calendar of events is developed and published to effectively plan and promote the school counseling program. To maximize active participation in the program, the calendar provides students, parents, teachers and administrators with knowledge of what is scheduled and the location and time indicating when and where activities will be held.

| CRITERIA | None | In Progress | Completed | Implemented | N/A |
|--|------|-------------|-----------|-------------|-----|
| 14.1 The counselor's total time spent in each component of the delivery system has been compared to the ASCA National Model recommendations (see Use of Time). | | X | | | |
| 14.2 The time study is conducted and analyzed along with the program results to determine delivery system priorities. | X | | | | |
| 14.3 A list of appropriate system support services (i.e. counseling/noncounseling activities) has been created. | | | X | | |
| 14.4 The approved list of counseling/noncounseling activities has been approved by the board | | | X | | |
| 14.5 Master calendar exists | | | X | | |
| 14.6 The master calendar identifies grade level(s), dates and activities | | | X | | |
| 14.7 Master calendar is published and distributed to appropriate persons: students, staff, parents and community | | X | | | |
| 14.8 The counselors weekly/monthly schedule is posted | | | X | | |



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ACCOUNTABILITY

XV. RESULTS REPORT

For every competency or result assumed by counselors, there must be a plan of how the school counselor intends to achieve the desired competency or result. Each results report contains 1) the domain, standard and competency addressed; 2) description of actual activity and curriculum used; 3) the data that drove the decision to address this competency; 4) when it was completed; 5) who was responsible for delivery; 6) the means used to evaluate student success – process, perception or results; and 7) the final result for student(s).

| CRITERIA | None | In Progress | Completed | Implemented | N/A |
|--|------|-------------|-----------|-------------|-----|
| 15.1 There is an established timeline for reporting evidence of the results obtained | | X | | | |
| 15.2 Every student is included in the results | | X | | | |
| 15.3 The administrator responsible for the school counseling program has been actively involved in the negotiation of the results agreement | | X | | | |
| 15.4 A results form for the collection of results data is written and accepted by administration and school counselors. | | | X | | |
| 15.5 A results form for the collection of data from Closing-the-gap activities is accepted by the administrators and the counselors | | | X | | |
| 15.6 There is a results agreement addressing every aspect of the program and the academic, career and personal/social domains | | X | | | |
| 15.7 Process data are collected | | X | | | |
| 15.8 Perception data are collected which measures knowledge, attitudes and skills (i.e. pre-post tests; activity completed) | | X | | | |
| 15.9 Results data are collected and disaggregated measuring behaviors (i.e. graduation rates, attendance, behavior, academic achievement data over time) | | X | | | |
| 15.10 Immediate, intermediate and long-range data are collected and reviewed | | X | | | |
| 15.11 Results are reported to administrators, counselors and the school board | | X | | | |
| 15.12 Results are analyzed and used to improve the program in subsequent years. | | X | | | |



Program Audit

XVI. COUNSELOR PERFORMANCE STANDARDS

The school counselor's performance standards used for evaluation contain basic standards of practice expected of school counselors implementing a comprehensive school counseling program. These performance standards serve as both a basis for counselor evaluation and as a means for counselor self-evaluation.

| CRITERIA | None | In Progress | Completed | Implemented | N/A |
|---|------|-------------|-----------|-------------|-----|
| 16.1 Is written to assess the school counselor's ability to understand and implement the foundation of the comprehensive school counseling program based on ASCA National Standards | | X | | | |
| 16.2 Is written to assess the counselor's ability to implement the delivery system (i.e. guidance curriculum, individual planning with students, responsive services, system support) | | X | | | |
| 16.3 Is written to assess the counselor's ability to manage the school counseling program | | X | | | |
| 16.4 Is written to assess the school counselor's ability to measure the results of the program | | X | | | |
| 16.5 Is written to assess the counselor's use of professional communication within the school community | | X | | | |
| 16.6 Is written to determine the school counselor's fulfillment of professional growth responsibilities (i.e. use of data, technology and ethical standards) | | X | | | |
| 16.7 Is written to assess the school counselor's ability to be a leader, student advocate and systems change agent. | | X | | | |

XVII. PROGRAM AUDIT

The program audit provides evidence of the program's alignment with the ASCA National Model. The primary purpose for collecting information is to guide future actions within the program and to improve future results for students.

| CRITERIA | None | In Progress | Completed | Implemented | N/A |
|---|------|-------------|-----------|-------------|-----|
| 17.1 The program is audited annually | | X | | | |
| 17.2 The audit aligns with and includes all program components | | X | | | |
| 17.3 The results of the audit are shared in the spring and drive the program training and behavior for the following year | | X | | | |
| 17.4 A written long-range plan for the improvement of the school counseling program is published and revised each year | | X | | | |
| 17.5 The school counseling program has been approved by the school district's board of education | | X | | | |